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ABSTRACT

Delineating the content that must be covered in the elementary schools of the State of Idaho, this guide presents a course of study for instruction in integrated language arts, K-8. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide--the course of study prescribes what is to be taught, defines the subject in terms of purpose, definition, student goals and objectives, and can be changed only by action of the State Board of Education. After an introduction designed to further enhance understanding of the critical components of the integrated language arts (reading, writing, speaking, listening, and viewing), the guide presents position statements on issues such as appropriate instructional materials, assessment/evaluation, grouping strategies, limited English proficiency, parental involvement, spelling, teacher education, and trade books. The guide next presents six goals and associated objectives for the integrated language arts for each of the grades K-8. The guide then presents a comparison of traditional and writing process methods for teaching basic skills. A textbook evaluation form is attached. (RS)

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INTEGRATED LANGUAGE ARTS

COURSE OF STUDY

K - 8

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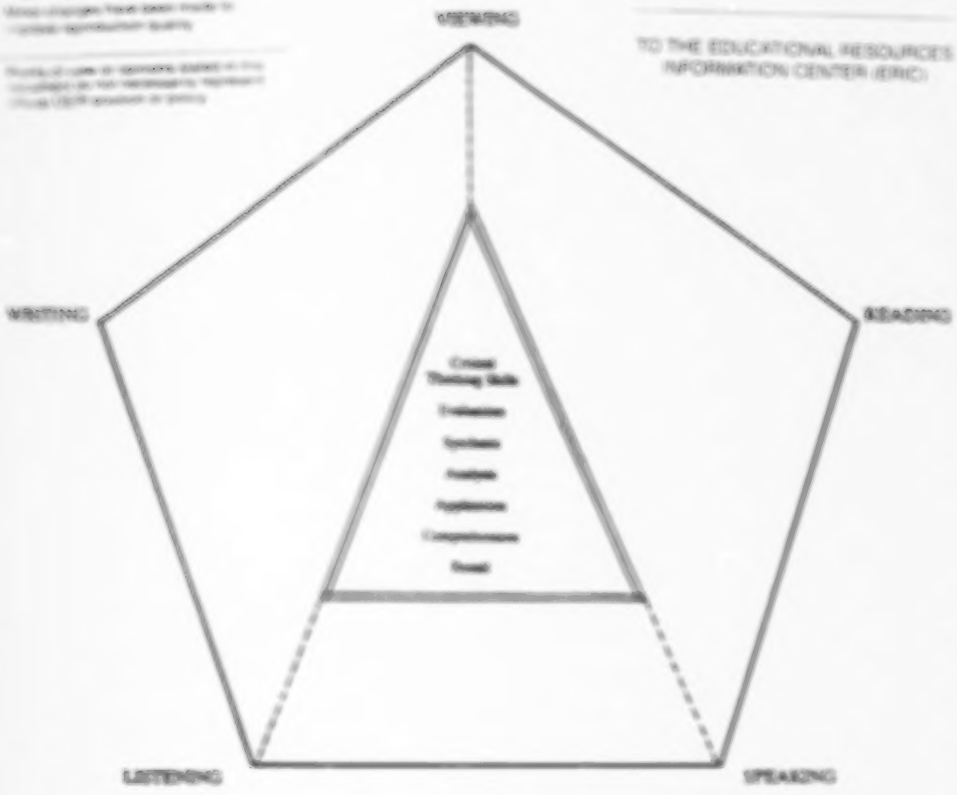

Critical Components of Integrated Language Arts, K - 8

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BOISE, IDAHO

CS215179

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Integrated Language Arts

Course of Study

K - 8

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INTEGRATED LANGUAGE ARTS COURSE OF STUDY K - 8

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Many educators from throughout the state have helped to develop the K-8 Language Arts Course of Study. The following persons were members of the team who developed the K-8 Course of Study.

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PREFACE

The purpose of a course of study outline is to delineate the content that must be covered in the elementary schools of the State of Idaho. By law, the State Board of Education has the authority and responsibility to prescribe the content of these courses. The State Department of Education, in concert with curriculum committees, has defined and set forth these courses of study for each of the subjects to be taught in grades K-8. It now becomes the responsibility of the local school district to extend these standards by producing at the teaching level an instructional guide based upon the defined courses of study.

Although educators sometimes use the terms interchangeably, a course of study is not an instructional or curriculum guide. To compare the two as used in this document, the following may be helpful:

COURSE OF STUDY	INSTRUCTIONAL GUIDE
1. Prescribes what is to be taught in a given subject or program.	1. Describes how the given subject may be taught.
2. Defines the subject or program in terms of purpose, definition, student goals and objectives.	2. Makes suggestions as to instructional aids, materials, learning experiences, and methods of teaching.
3. Can be changed only by action of the State Board of Education.	3. Is revised, adapted, as needed at the discretion of school educators.

Courses of study will generally be brief outlines in skeletal form. Instructional guides should be developed to augment and supplement courses of study.

School personnel are encouraged to place a complete set of the Course of Study with each school administrator. Individual Courses of Study should be given to the appropriate instructor for use in planning and teaching.

School personnel should use both student needs and the Course of Study as the basis for course development, adopting instructional materials, developing curriculum guides, and setting direction for staff development.

INTEGRATED LANGUAGE ARTS
COURSE OF STUDY
K - 8

INTRODUCTION

This document provides an outline for instruction in integrated language arts. Integrated language arts consists of five components: reading, writing, speaking, listening and viewing. These components should not be taught nor should they be learned in isolation. Ability in one of the language arts influences ability in the others; instruction in one affects learning in the others; exposure in one facilitates growth in the others.

An integrated language arts curriculum provides situations in which all students regardless of ethnicity, socio-economic status, language dominance, or competence may progress in their language development. An integrated language arts curriculum is based on the concept that language is child-centered, literature- and activity-based, context- and writing-rich, talk-focused, and parent-involved.

Since it is essential that all students learn to apply, analyze, synthesize, and evaluate in each of the critical components (reading, writing, speaking, listening and viewing), language strategies which enhance higher level cognitive skills are, therefore, integrated throughout this guide.

The following explanations are intended to further enhance understanding of the five components:

1. Reading

Reading is a meaning-making process that requires the integration of the reader's background knowledge with a number of information sources such as word meanings, letter-sound relationships, and sentence and text structure. Reading is not a discrete skill apart from the other language arts (listening, speaking, viewing, and writing) but is one part of that language picture. Reading is best taught through integration in contexts meaningful to students.

The broad goal of reading instruction is to assist children to become thoughtful and reflective comprehenders of poetic, narrative, expository, and persuasive text.

2. Writing

Writing is a tool for learning, discovering, communicating, recording, and understanding in all curriculum areas. While writing focuses thinking and assists intellectual growth, it is also a way to practice and learn spelling, punctuation, grammatical conventions, and handwriting. In addition, writing is an expressive activity. Its form and function depend upon its purpose and audience. The teaching of writing should be fully integrated with listening, speaking, reading and viewing.

The broad goal of writing instruction is to assist children to become thoughtful and reflective comprehenders and producers of poetic, narrative, expository, and persuasive text.

3. Speaking

The developmental process of speaking is basic to language. Speaking is interactive with the processes of reading, writing, listening, viewing and thinking. It is a means of communicating, expressing, and understanding information. Integrated language arts instruction should offer a variety of informal and formal speaking opportunities.

The broad goal of speaking instruction is to assist children to become thoughtful and reflective producers of poetic, narrative, expository, and persuasive speech.

4. Listening

Listening is an integral part of the language arts. Beginning in infancy children hear the richness and power of language through listening in both formal and informal situations. Active listening is an important communication skill. Effective listening provides background information that makes effective reading, speaking, viewing, writing and thinking possible. Therefore, it is vital that students learn how to listen critically.

The broad goal of listening instruction is to assist children to become thoughtful and reflective comprehenders of poetic, narrative, conversive, expository, and persuasive speech.

5. Viewing

An integrated language arts program should include viewing as a part of total communication. Viewing, as an important aspect of receptive language, is the process through which students are able to interpret, organize, and evaluate visual presentations such as videos, films, charts, art, diagrams, photographs, maps, signs, and advertisements. Critical viewing skills will provide the student with the ability

to distinguish between fact and fiction in all forms of visual materials, to understand the differences between electronic and print media, and to enrich their language skills.

The broad goal of viewing instruction is to assist children to become thoughtful and reflective comprehenders of poetic, narrative, expository, and persuasive visual text found in film, television and other media such as magazines and advertising.

INTEGRATED LANGUAGE ARTS COURSE OF STUDY K - 8

POSITION STATEMENTS

The following position statements explain the components of an integrated language arts program. These statements are intended to guide school districts in planning and implementing an integrated language arts curriculum in grades K - 8.

Appropriate Instructional Materials

An integrated language arts program requires the use of a wide variety of materials, including but not limited to textbooks. A separate textbook is not necessary for each of the language arts components, but textbooks may be used as resources from which teachers select materials appropriate for their students. The selection of appropriate instructional material should be based on students' needs, interests, and identified curriculum objectives.

Texts, including basal and supplementary instructional materials, can provide a framework for teaching. However, teachers should evaluate and select only those materials and activities which support and meet identified student needs. The use of workbooks, skill texts, or other short-answer-fill-in-the-blank materials as independent seat work is not recommended. The repetition of already learned concepts through the use of such materials wastes time and diminishes student enthusiasm for language.

The adoption of a separate sequential (basal) reading series is not required when other appropriate materials such as trade books or subject area texts are used in conjunction with integrated language arts teaching techniques.

Assessment/Evaluation

Assessment should be aligned with curriculum and instruction and incorporate a variety of methods suited to the purpose of the assessment. Standardized tests may not accurately reflect individual student progress in the language arts program. Therefore, portfolios of students' work, anecdotal records, and criterion-referenced tests should all be part of the assessment program.

The development and implementation of an integrated language arts program may necessitate the development of a report card which more accurately reflects district curriculum.

It may not be appropriate to report separate grades for reading, language, spelling, phonics and grammar when these subjects are integrated into the total language arts curriculum.

Grammar

Grammar, the study of the structures and forms of language and the rules governing the use of these structures and forms, should be studied in the context of the students' actual oral and written communication. When necessary, specific grammar skills should be taught systematically and in context to improve reading, writing and speaking.

The adoption of a separate grammar text is not required when grammatical concepts are taught directly from the literature and from the students' own writing.

Grouping Strategies

Grouping structures should include small and large groups as well as competitive and cooperative groups based on instructional objectives and students' needs. Children of all ability levels usually learn best when they work together, discuss their work, and help one another; therefore, the teacher should use cooperative group learning when it is appropriate.

Permanent ability grouping is not recommended.

Handwriting

The goal of handwriting instruction is to teach legibility. Students who do not write legibly should be given specific instruction and additional practice within a meaningful context. A coordinated, sequential plan of handwriting instruction will take into account the developmental levels of students' motor skills and will have clear, uniform, readable text as its outcome. Therefore, it is not necessary to require that all children adhere to a specific method of handwriting instruction such as Palmer or D'Nealian.

The use of tools such as computers and typewriters is an important part of each student's training for efficiency in future communication and should be taught in addition to personal handwriting skills.

The adoption of a separate handwriting text is not required when legibility is taught through other appropriate materials or teaching methods.

Integrated Language Arts in the Content Areas

Reading, spelling, phonics, handwriting, grammar and composition are interrelated and effectively taught in an integrated manner through reading, writing, speaking, listening, and

viewing. Whenever possible, the language arts should be processes by which the content areas (such as math, science, social studies, and health) are learned. Indeed, the language arts goals and objectives included in this guide can be achieved, in part, through their incorporation in the study of other subject areas.

Limited English Proficiency

Language learning opportunities must be provided for all children regardless of ethnicity and linguistic abilities. Children's ethnic culture must be preserved, valued and used as a bridge toward English language proficiency. Students with limited proficiency in English must have frequent opportunities to use spoken and written language in meaningful contexts. Thus, the teaching of language arts should address individual developmental needs. Furthermore, LEP students will achieve language proficiency at different rates, depending on age background, motivation, and cognitive abilities.

Oral Language Opportunities

Oral language is the foundation of other literacy skills. Young children develop oral language facility by speaking to their peers and to the adults in their environment. A classroom climate which encourages student interaction not only increases a student's opportunity to become literate, it also teaches social skills needed to be successful in all of life. It is essential to allow student interaction.

The opportunity to develop communication skills must never become secondary to maintaining a quiet classroom.

Organization of the School Day

An integrated language arts program requires large blocks of time for the integration of the critical components. Subtopics such as handwriting, spelling, grammar and phonics no longer require separate, discrete units of time during the school day when an integrated language arts program is in effect. However, the prescribed weekly time requirements must be met.

Parental Involvement

Parents are the initial teachers of children and should be encouraged to emphasize language learning, reading, and writing in the home. Their continued support and participation are vital to their child's success in school. Parents should be informed of overall goals and objectives in language arts and should be given opportunities to assist learning in the school and at home.

Phonics

Although knowledge of letter-sound relationships is an important aspect of the reading process, it must be viewed as one of many avenues to comprehension. Phonics should be

systematically taught and applied within the meaningful contexts of reading and writing. In general, phonics instruction should be completed by the end of second grade.

The adoption of a separate phonics text is not required when sound-symbol relationships are taught through the literature and from the students' own writing.

Special Needs Students

Language learning opportunities must be provided to students who progress at a slower rate than other students. These students should be kept in the regular program to participate in the language arts curriculum for their grade level. Teachers can provide successful language learning opportunities by using a variety of materials and methods, such as adapting curriculum, collaborating and/or team teaching with special education and Chapter I staff, incorporating cooperative learning models, and peer tutoring.

Spelling

Through writing and reading experiences, students will grow in their understanding of how the spelling system works as they progress from invented to standard spelling. Components of the spelling program may include direct instruction of high frequency words and words derived from student writing. Teachers can support the students' ability to use self-monitoring and self-correcting behaviors in their own written work by providing opportunities for students to practice proof-reading and editing.

The adoption of a separate spelling text is not required when spelling is taught directly from the literature and from the student's own writing.

Staff Development

Staff development in integrated language arts requires a commitment of time and resources to develop and increase teachers' skills and knowledge. An effective staff development program is planned, implemented, and evaluated by administration and staff.

A sequential, long-term staff development program in integrated language arts must be provided.

Teacher Education

Preservice teacher education forms the foundation for future educational practice. Through teacher education programs, preservice teachers can develop the knowledge and strategies basic to integrated language arts approaches. Teacher educators are encouraged to use this Course of Study in order to prepare future educators to assume responsibility for integrated language arts instruction.

Technology

To assist students in becoming functioning members of society, teachers should encourage students to explore and become proficient users of technology, including word processors, typewriters, computers, spell checkers, tapes (audio and video), and so on. Thoughtful use of such technology can enhance students' creative expression and critical response to the language arts.

Textbook Adoption

Schools and districts are encouraged to adopt only those textbooks and trade books which will help students meet the goals and objectives specified in the district's curriculum guides. It is not necessary to adopt separate textbooks for individual language arts areas such as phonics, spelling, grammar, handwriting and composition. These subtopics can be effectively taught in the context of reading, writing, speaking, listening and viewing by teachers who are well versed in integrated language arts techniques.

The adoption of textbooks for every language arts subject area is not required when those areas are being taught within the integrated language arts curriculum.

Thinking

Thinking occurs when perceptions (sight, sound, smell, taste, touch) interact with experiences. Everyone engages in thinking processes, but the quality of these processes can be improved through direct and indirect instruction. Teachers can teach thinking strategies by structuring experiences and by asking questions. It is important that students reflect upon their thinking processes (metacognition) and use these processes in problem-solving and decision-making.

Thinking strategies should not be taught in isolation from other skills. They are an integral part of listening, speaking, reading, writing and viewing and must be consciously taught in all of these critical components.

Trade Books

Trade books are books written by professional authors specifically for the pleasure and enrichment of readers. Another way tradebooks may be distinguished from "basal" readers is that they are not written primarily for classroom use nor do they incorporate a controlled vocabulary.

Trade books may replace basal readers as the primary reading text when the district has an integrated language arts curriculum guide.

INTEGRATED LANGUAGE ARTS COURSE OF STUDY K - 8

GOALS

There are six language arts goals for grades K-8. The objectives by which these goals may be attained will vary among grade levels. The repetition of all of the goals and many of the objectives across grade levels reflects the fact that students do not learn the language arts in a neat, linear sequence. Rather, they learn the language arts at uneven intervals, in response to the situation and the subject matter and in keeping with their unique cognitive development, cultural and socio-economic background.

Therefore, when school districts use these goals and objectives to write curriculum, they must acknowledge that students master the language arts only through continuous practice over time. Effective teachers of language arts understand that key language arts concepts must be retaught in differing contexts and at differing levels of complexity.

Curriculum writers should further note that the language arts are tools by which we study content area subjects. The language arts are learned best and most efficiently when they are taught in the context of the subject areas, not as separate subjects in themselves.

GOALS

Goal 1. The student will function effectively in a variety of oral communication situations.

Goal 2. The student will comprehend oral, visual, and written information.

Goal 3. The student will use written language for a variety of purposes and audiences and in a variety of forms.

Goal 4. The student will develop increasing awareness and use of the conventions of written and spoken language.

Goal 5. The student will appreciate and enjoy language in a variety of forms and contexts.

Goal 6. The student will use language arts to gain, express, and apply knowledge in all contexts.

INTEGRATED LANGUAGE ARTS
COURSE OF STUDY
K - 2

INTRODUCTION

Students in grades K-2 come to school as eager language learners with varying abilities and experiences. For them, each day is an adventure, full of discovery and awareness. To help maintain this enthusiasm for learning, classrooms must support student discovery, risk-taking, and exploration; in these classrooms children learn to use language as well as learn about language.

Important foundations for proficiency in all areas of language arts are established during the primary grades. Children build conceptual frameworks through discovering, playing with, and experiencing language while developing an awareness of how it helps them to define the world around them. Teachers need to provide opportunities for exploration and discovery as well as work with students in grade-appropriate directed learning activities.

During grades K-2, students begin to develop skills which allow them to make reasoned judgments in writing and in reading. As students grow in encoding and decoding skill proficiency, they also improve in higher level thinking skills associated with comprehension.

The range of development will be broad at each grade level, even during the primary school years. While accepting varying levels of student achievement, the teacher's responsibility is to note what steps must be taken and what methods and materials should be used to assure continuation and enhancement of learning for each student.

The processes involved in early literacy are intrinsically motivating to students. There is satisfaction in going from the unknown to the known when the way engages student interest because the task or activity is personally important or rewarding.

Kindergarten

Goal 1: The student will function effectively in a variety of oral communication situations.

Objectives:

A. Oral reading: The student will

1. participate in choral reading activities.
2. read orally with the teacher for individual diagnostic purposes.

B. Express ideas and opinions: The student will

1. use language to talk about ideas and experiences in individual, small group and whole class settings.
2. tell a meaningful story.
3. participate as a speaker in formal and informal situations (e.g., public speaking, role playing, informal conversation).
4. develop vocabulary through observations and discussions.
5. respond orally to literature.
6. effectively vary voice to communicate a story.
7. explain cause-effect relationships (e.g., drawing conclusions, predicting outcomes.)

C. Listen: The student will

1. develop vocabulary through observations and discussions.
2. listen for enjoyment and for specific purposes.
3. identify cause-effect relationships and sequences of events.
4. discriminate between real and make-believe.

Goal 2: The student will comprehend oral, visual, and written information.

Objectives:

A. Oral: The student will

1. retell a meaningful story or experience.
2. formulate and ask questions to clarify meaning.
3. discuss differences between fantasy and reality.
4. compare and contrast oral information with present knowledge and experience in order to understand and evaluate.

B. Visual: The student will

[Movies and television programs, models, maps, diagrams, charts, illustrations, art, photographs, signs, symbols, logos, and advertisements.]

1. experience and express reaction to range of written and visual stimuli (e.g., literature, film, drama).
2. compare and contrast visual information with present knowledge and experience in order to understand and evaluate.
3. gain information from illustrations, drama, models, maps, charts, diagrams, films, and videos.

C. Written: The student will

1. organize ideas prior to and following reading and writing activities.
2. recognize story elements.
3. identify cause-effect relationships in text (e.g., drawing conclusions, predicting outcomes).
4. summarize main ideas along with supporting details.
5. compare and contrast written information with present knowledge and experience in order to understand and evaluate.
6. use figurative language to increase clarity (e.g., analogies, metaphors, similes and idioms).

Goal 3: The student will use written language for a variety of purposes and audiences and in a variety of forms.

Objectives:

A. Purposes: The student will

1. experiment with and invent writing to communicate.
2. recognize printed material as a product of an author's experience or imagination.
3. write for personal enjoyment.

B. Audiences: The student will

1. share ideas written on paper with other children and adults.
2. recognize and write to many audiences.

C. Forms: The student will

1. experience written language through labels, signs, stories, letters, songs, poetry, informational and other printed materials.

2. express written language through labels, signs, stories, songs, poetry, informational and other printed materials.
3. use drawing and diagrams to experience, organize, and express information.

D. Writing Process: The student will

1. understand and use the steps of the writing process (including prewriting, writing, revising, editing, and publishing).

Goal 4: The student will develop increasing awareness and use of the conventions of written and spoken language.

Objectives

A. Awareness: The student will

1. understand that writing or print is a way of communicating.
2. develop knowledge of word identification strategies (e.g., phonics, structural analysis, contextual analysis, and word families) in reading and writing.
3. grow in understanding of the importance of using standard grammar in speaking and writing.
4. understand the importance of punctuation in writing.
5. recognize written words and sentences as units of meaning.

B. Use: The student will

1. use spoken language to communicate.
2. experiment with written symbols as a means of communication.
3. use knowledge of word identification strategies (e.g., phonics, structural analysis, contextual analysis, word families) in reading and writing.
4. develop legible handwriting.

Goal 5: The student will appreciate and enjoy language in a variety of forms and contexts.

Objectives

A. Appreciate: The student will

1. experience an abundance of traditional, classical and current children's literature.
2. experience and express reaction to a range of written and visual stimuli (e.g., literature, film, drama, and video).
3. create plays, dialogues and dramatic situations.

4. appreciate and acknowledge language variety as an element of cultural heritage.

B. Enjoy: The student will

1. self-select literature according to own interests.
2. read for recreational purposes.
3. engage in verbal play to include chants, rhyme and alliteration.
4. observe and experience writing as a form of language.

Goal 6: The student will use language arts to gain, express and apply knowledge in all contexts.

Objectives

A. Gain knowledge: The student will become aware of

1. the use of reference materials.
2. language used in the world of work.

B. Express knowledge: The student will use language to

1. share existing background knowledge.
2. respond and relate to others.

C. Apply knowledge: The student will use language

1. skills to record information.
2. to gain new information.

Grade 1

Goal 1: The student will function effectively in a variety of oral communication situations.

Objectives:

A. Oral reading: The student will

1. read orally to develop rate and accuracy.
2. participate in choral reading activities.
3. read orally with the teacher for individual diagnostic purposes.

B. Express ideas and opinions: The student will

1. use language to talk about ideas and experiences in individual, small group and whole class settings.
2. tell a meaningful story.
3. participate as a speaker in formal and informal situations (e.g., public speaking, role playing, informal conversation).
4. develop vocabulary through observations and discussions.
5. respond orally to literature.
6. effectively vary voice to communicate a story.
7. explain cause-effect relationships (e.g., drawing conclusions, predicting outcomes.)

C. Listen: The student will

1. develop vocabulary through observations and discussions.
2. listen for enjoyment and for specific purposes.
3. identify cause-effect relationships and sequences of events.
4. discriminate between real and make-believe.

Goal 2: The student will comprehend oral, visual, and written information.

Objectives:

A. Oral: The student will

1. retell a meaningful story or experience.
2. formulate and ask questions to clarify meaning.

3. discuss differences between fantasy and reality.
4. compare and contrast oral information with present knowledge and experience in order to understand and evaluate.

B. Visual: The student will

[Movies and television programs, models, maps, diagrams, charts, illustrations, art, photographs, signs, symbols, logos, and advertisements.]

1. experience and express reaction to range of written and visual stimuli (e.g., literature, film, drama).
2. compare and contrast visual information with present knowledge and experience in order to understand and evaluate.
3. gain information from illustrations, drama, models, maps, charts, diagrams, films, and videos.

C. Written: The student will

1. organize ideas prior to and following reading and writing activities.
2. recognize story elements.
3. identify cause-effect relationships in text (e.g., drawing conclusions, predicting outcomes).
4. summarize main ideas along with supporting details.
5. compare and contrast written information with present knowledge and experience in order to understand and evaluate.
6. use figurative language to increase clarity (e.g., analogies, metaphors, similes and idioms).

Goal 3: The student will use written language for a variety of purposes and audiences and in a variety of forms.

Objectives:

A. Purposes: The student will

1. experiment with and invent writing to communicate.
2. recognize printed material as a product of an author's experience or imagination.
3. write for personal enjoyment.

B. Audiences: The student will

1. share ideas written on paper with other children and adults.
2. recognize and write to many audiences.

C. Forms: The student will

1. experience written language through labels, signs, stories, letters, songs, poetry, informational and other printed materials.
2. express written language through labels, signs, stories, songs, poetry, informational and other printed materials.
3. use drawing and diagrams to experience, organize, and express information.

D. Writing Process: The student will

1. understand and use the steps of the writing process (including prewriting, writing, revising, editing, and publishing).

Goal 4: The student will develop increasing awareness and use of the conventions of written and spoken language.

Objectives

A. Awareness: The student will

1. understand that writing or print is a way of communicating.
2. develop knowledge of word identification strategies (e.g., phonics, structural analysis, contextual analysis, and word families) in reading and writing.
3. grow in understanding of the importance of using standard grammar in speaking and writing.
4. understand the importance of punctuation in writing.
5. recognize written words and sentences as units of meaning.

B. Use: The student will

1. use spoken language to communicate.
2. experiment with written symbols as a means of communication.
3. use knowledge of word identification strategies (e.g., phonics, structural analysis, contextual analysis, word families) in reading and writing.
4. develop legible handwriting.

Goal 5: The student will appreciate and enjoy language in a variety of forms and contexts.

Objectives

A. Appreciate: The student will

1. experience an abundance of traditional, classical and current children's literature.
2. experience and express reaction to a range of written and visual stimuli (e.g., literature, film, drama, and video).

3. create plays, dialogues and dramatic situations.
4. appreciate and acknowledge language variety as an element of cultural heritage.

B. Enjoy: The student will

1. self-select literature according to own interests.
2. read for recreational purposes.
3. engage in verbal play to include chants, rhyme and alliteration.
4. observe and experience writing as a form of language.

Goal 6: The student will use language arts to gain, express and apply knowledge in all contexts.

Objectives

A. Gain knowledge: The student will become aware of

1. the use of reference materials.
2. language used in the world of work.

B. Express knowledge: The student will use language to

1. share existing background knowledge.
2. respond and relate to others.

C. Apply knowledge: The student will use language

1. skills to record information.
2. to gain new information.

Grade 2

Goal 1: The student will function effectively in a variety of oral communication situations.

Objectives:

A. Oral reading: The student will

1. read orally to develop rate and accuracy.
2. participate in choral reading activities.
3. read orally with the teacher for individual diagnostic purposes.

B. Express ideas and opinions: The student will

1. use language to talk about ideas and experiences in individual, small group and whole class settings.
2. tell a meaningful story.
3. participate as a speaker in formal and informal situations (e.g., public speaking, role playing, informal conversation).
4. develop vocabulary through observations and discussions.
5. respond orally to literature.
6. effectively vary voice to communicate a story.
7. explain cause-effect relationships (e.g., drawing conclusions, predicting outcomes.)

C. Listen: The student will

1. develop vocabulary through observations and discussions.
2. listen for enjoyment and for specific purposes.
3. identify cause-effect relationships and sequences of events.
4. discriminate between real and make-believe.

Goal 2: The student will comprehend oral, visual, and written information.

Objectives:

A. Oral: The student will

1. retell a meaningful story or experience.
2. formulate and ask questions to clarify meaning.
3. discuss differences between fantasy and reality.

4. compare and contrast oral information with present knowledge and experience in order to understand and evaluate.

B. Visual: The student will

[Movies and television programs, models, maps, diagrams, charts, illustrations, art, photographs, signs, symbols, logos, and advertisements.]

1. experience and express reaction to range of written and visual stimuli (e.g., literature, film, drama).
2. compare and contrast visual information with present knowledge and experience in order to understand and evaluate.
3. gain information from illustrations, drama, models, maps, charts, diagrams, films, and videos.

C. Written: The student will

1. organize ideas prior to and following reading and writing activities.
2. recognize story elements.
3. identify cause-effect relationships in text (e.g., drawing conclusions, predicting outcomes).
4. summarize main ideas along with supporting details.
5. compare and contrast written information with present knowledge and experience in order to understand and evaluate.
6. use figurative language to increase clarity (e.g., analogies, metaphors, similes and idioms).

Goal 3: The student will use written language for a variety of purposes and audiences and in a variety of forms.

Objectives:

A. Purposes: The student will

1. experiment with and invent writing to communicate.
2. recognize printed material as a product of an author's experience or imagination.
3. write for personal enjoyment.

B. Audiences: The student will

1. share ideas written on paper with other children and adults.
2. recognize and write to many audiences.

C. Forms: The student will

1. experience written language through labels, signs, stories, letters, songs, poetry, informational and other printed materials.
2. express written language through labels, signs, stories, songs, poetry, informational and other printed materials.
3. use drawing and diagrams to experience, organize, and express information.

D. Writing Process: The student will

1. understand and use the steps of the writing process (including prewriting, writing, revising, editing, and publishing).

Goal 4: The student will develop increasing awareness and use of the conventions of written and spoken language.

Objectives

A. Awareness: The student will

1. understand that writing or print is a way of communicating.
2. develop knowledge of word identification strategies (e.g., phonics, structural analysis, contextual analysis, and word families) in reading and writing.
3. grow in understanding of the importance of using standard grammar in speaking and writing.
4. understand the importance of punctuation in writing.
5. recognize written words and sentences as units of meaning.

B. Use: The student will

1. use spoken language to communicate.
2. experiment with written symbols as a means of communication.
3. use knowledge of word identification strategies (e.g., phonics, structural analysis, contextual analysis, word families) in reading and writing.
4. develop legible handwriting.

Goal 5: The student will appreciate and enjoy language in a variety of forms and contexts.

Objectives

A. Appreciate: The student will

1. experience an abundance of traditional, classical and current children's literature.
2. experience and express reaction to a range of written and visual stimuli (e.g., literature, film, drama, and video).

3. create plays, dialogues and dramatic situations.
4. appreciate and acknowledge language variety as an element of cultural heritage.

B. Enjoy: The student will

1. self-select literature according to own interests.
2. read for recreational purposes.
3. engage in verbal play to include chants, rhyme and alliteration.
4. observe and experience writing as a form of language.

Goal 6: The student will use language arts to gain, express and apply knowledge in all contexts.

Objectives

A. Gain knowledge: The student will become aware of

1. the use of reference materials.
2. language used in the world of work.

B. Express knowledge: The student will use language to

1. share existing background knowledge.
2. respond and relate to others.

C. Apply knowledge: The student will use language

1. skills to record information.
2. to gain new information.

INTEGRATED LANGUAGE ARTS
COURSE OF STUDY
GRADES 3 - 5

INTRODUCTION

Students in grades 3-5 are moving into a language environment that exposes them to an array of contexts and language needs. Instruction during these grades involves an increased focus on content areas. This increased interaction with subject areas requires students to develop and use effective higher level thinking skills. An integrated language arts curriculum should encourage thinking at the analytical, interpretive, and application levels while still offering numerous concrete experiences and a variety of hands-on materials.

The intermediate grades (3-5) serve as a transition point between the concrete emphasis of primary grades (K-2) and the more complex focus of the middle school grades (6-8). During these grades the students continue to vary in skill development. This period of time offers students multiple opportunities to build on previously developed skills and to become prepared for the complexities they will encounter in the upper grades. Teachers need to address the individual needs of grade 3-5 learners by providing exposure to and interaction with an integrated and varied curriculum that celebrates the use of language across all disciplines.

Grade 3

Goal 1: **The student will function effectively in a variety of oral communication situations.**

Objectives:

A. Oral reading: The student will

1. read orally to develop fluency and confidence.
2. read orally to share enjoyable text.
3. read orally to communicate information.
4. participate in choral reading activities.

B. Self expression: The student will

1. share ideas and opinions for the purpose of informing and/or persuading.
2. participate in discussion, storytelling, conversation, public speaking, and interviews.
3. participate in dramatic activities such as acting out stories.

C. Listen: The student will listen to

1. gain information.
2. evaluate.
3. make a response.
4. enjoy.

Goal 2: **The student will comprehend oral, visual, and written information.**

Objectives

A. Oral: The student will interpret, analyze, and evaluate by

1. using story elements (setting, characters, plot, point of view, and theme) as a means of responding to oral literature.
2. identifying oral information as fact or opinion.
3. comparing and contrasting oral information with previous knowledge and experiences.
4. identifying main idea and supportive details in oral information.
5. summarizing oral information.
6. developing oral and written response to oral information.

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7. identifying the meaning of figurative language in oral information.
8. identifying and explaining cause and effect relationships in oral information.
9. drawing conclusions and predicting outcomes in oral information.

B. Visual: The student will interpret, analyze, and evaluate by

[Movies and television programs, models, maps, diagrams, charts, illustrations, art, photographs, signs, symbols, logos, and advertisements.]

1. using story elements (setting, characters, plot, point of view, and theme) as a means of responding to dramatic presentations.
2. comparing and contrasting visual information to previous knowledge and experiences.
3. developing oral or written response to visual information.

C. Written: The student will interpret, analyze, and evaluate by

1. using story elements (setting, characters, plot, point of view, and theme) as a means of responding to written literature.
2. identifying written information as fact or opinion.
3. comparing and contrasting oral information to previous knowledge and experiences.
4. identifying main idea and supportive details in written information.
5. summarizing written information.
6. developing oral and written response to written information.
7. identifying the meaning of figurative language in written information.
8. discussing, writing about, dramatizing, and retelling a variety of literature selections.
9. identifying and explaining cause and effect relationships in written information.
10. drawing conclusions and predicting outcomes in written information.

Goal 3: The student will use written language for a variety of purposes and audiences and in a variety of forms.

Objectives:

A. Purposes: The student will write to

1. develop fluency and confidence.
2. share personal experiences, ideas and opinions for the purpose of informing and/or persuading.
3. record information.
4. request.
5. create prose and literature as a work of art.
6. experience personal enjoyment.
7. organize thoughts.

8. respond or react to a literature selection.

B. Writing Process: The student will understand and use the steps of the writing process including

1. prewriting (mapping, brainstorming, clustering, free writing, note taking, speaking).
2. writing.
3. revising.
4. editing.
5. publishing.

C. Audiences: The student will write for a variety of audiences including

1. self.
2. family.
3. peers.
4. community.

D. Forms: The student will write in a variety of forms including

1. lists.
2. notes
3. journals.
4. letters.
5. ads.
6. reports
7. stories.
8. jokes.
9. poetry.
10. song verses.
11. outlines and spidergraphs.

Goal 4: The student will develop increasing awareness and use of the conventions of written and spoken language.

Objectives

A. Awareness: The student will

1. demonstrate awareness of the conventions of language by developing correct usage in both oral and written communication.

B. Written language: The student will

1. develop the use of standard English.
2. develop the use of correct punctuation and capitalization in final copy.
3. develop the use of correct spelling in final copy.

4. develop the use of an expanded vocabulary in final copy.
5. use legible handwriting in final copy.

C. Spoken language: The student will

1. develop the use of standard English.
2. use appropriate pronunciation.
3. develop an expanded vocabulary.

Goal 5: The student will appreciate and enjoy language in a variety of forms and contexts.

Objectives

A. Appreciate: The student will

1. listen to and read an abundance of traditional, classical, and cultural children's literature.
2. view, listen to, perform, read, and discuss dramatic forms of literature.
3. listen to and participate in musical forms of language.
4. experience and self-select literature from a variety of different genres, authors, and forms.
5. demonstrate respect for individuals, cultures, and customs reflected in literature.
6. appreciate and acknowledge language variety as an element of cultural heritage.
7. engage in verbal play including jokes, puns, and alliterations.
8. develop lifelong reading habits.

Goal 6: The student will use language arts to gain, express, and apply knowledge in all contexts.

Objectives

A. Gain knowledge: The student will

1. read a variety of written materials, such as literature, newspapers, magazines, and other reference materials for additional information and a more complete understanding of content area information.
2. listen to oral presentations conveying content area information.
3. use visual materials to gain a greater understanding of content area information.

B. Express knowledge: The student will

1. make content area information more meaningful through written experiences such as learning logs, response journals, and reaction papers.
2. share knowledge gained in content areas by creating visual materials.
3. participate in discussions, dramatizations, and other forms of oral communication related to the content areas.

C. Apply knowledge: The student will

1. become aware of the use of reading, writing, speaking, listening, and viewing in the world of work.
2. apply knowledge and skills learned in the language arts program to real life situations.

Grade 4

Goal 1: The student will function effectively in a variety of oral communication situations.

Objectives:

A. Oral reading: The student will

1. read orally to develop fluency and confidence.
2. read orally to share enjoyable text.
3. read orally to communicate information.
4. participate in choral reading activities.

B. Self expression: The student will

1. share ideas and opinions for the purpose of informing and/or persuading.
2. participate in discussion, storytelling, conversation, public speaking, and interviews.
3. participate in dramatic activities such as acting out stories.

C. Listen: The student will listen to

1. gain information.
2. evaluate.
3. make a response.
4. enjoy.

Goal 2: The student will comprehend oral, visual, and written information.

Objectives

A. Oral: The student will interpret, analyze, and evaluate by

1. using story elements (setting, characters, plot, point of view, and theme) as a means of responding to oral literature.
2. identifying oral information as fact or opinion.
3. comparing and contrasting oral information with previous knowledge and experiences.
4. identifying main idea and supportive details in oral information.
5. summarizing oral information.
6. developing oral and written response to oral information.

7. identifying the meaning of figurative language in oral information.
8. identifying and explaining cause and effect relationships in oral information.
9. drawing conclusions and predicting outcomes in oral information.

B. Visual: The student will interpret, analyze, and evaluate by

[Movies and television programs, models, maps, diagrams, charts, illustrations, art, photographs, signs, symbols, logos, and advertisements.]

1. using story elements (setting, characters, plot, point of view, and theme) as a means of responding to dramatic presentations.
2. comparing and contrasting visual information to previous knowledge and experiences.
3. developing oral or written response to visual information.

C. Written: The student will interpret, analyze, and evaluate by

1. using story elements (setting, characters, plot, point of view, and theme) as a means of responding to written literature.
2. identifying written information as fact or opinion.
3. comparing and contrasting oral information to previous knowledge and experiences.
4. identifying main idea and supportive details in written information.
5. summarizing written information.
6. developing oral and written response to written information.
7. identifying the meaning of figurative language in written information.
8. discussing, writing about, dramatizing, and retelling a variety of literature selections.
9. identifying and explaining cause and effect relationships in written information.
10. drawing conclusions and predicting outcomes in written information.

Goal 3: The student will use written language for a variety of purposes and audiences and in a variety of forms.

Objectives:

A. Purposes: The student will write to

1. develop fluency and confidence.
2. share personal experiences, ideas and opinions for the purpose of informing and/or persuading.
3. record information.
4. request.
5. create prose and literature as a work of art.
6. experience personal enjoyment.
7. organize thoughts.

8 respond or react to a literature selection.

B. Writing Process: The student will understand and use the steps of the writing process including

1. prewriting (mapping, brainstorming, clustering, free writing, note taking, speaking).
2. writing.
3. revising.
4. editing.
5. publishing.

C. Audiences: The student will write for a variety of audiences including

1. self.
2. family.
3. peers.
4. community.

D. Forms: The student will write in a variety of forms including

1. lists.
2. notes
3. journals.
4. letters.
5. ads.
6. reports
7. stories.
8. jokes.
9. poetry.
10. song verses.
11. outlines and spidergraphs.

Goal 4: The student will develop increasing awareness and use of the conventions of written and spoken language.

Objectives

A. Awareness: The student will

1. demonstrate awareness of the conventions of language by developing correct usage in both oral and written communication.

B. Written language: The student will

1. develop the use of standard English.
2. develop the use of correct punctuation and capitalization in final copy.
3. develop the use of correct spelling in final copy.

4. develop the use of an expanded vocabulary in final copy.
5. use legible handwriting in final copy.

C. Spoken language: The student will

1. develop the use of standard English.
2. use appropriate pronunciation.
3. develop an expanded vocabulary.

Goal 5: The student will appreciate and enjoy language in a variety of forms and contexts.

Objectives

A. Appreciate: The student will

1. listen to and read an abundance of traditional, classical, and cultural children's literature.
2. view, listen to, perform, read, and discuss dramatic forms of literature.
3. listen to and participate in musical forms of language.
4. experience and self-select literature from a variety of different genres, authors, and forms.
5. demonstrate respect for individuals, cultures, and customs reflected in literature.
6. appreciate and acknowledge language variety as an element of cultural heritage.
7. engage in verbal play including jokes, puns, and alliterations.
8. develop lifelong reading habits.

Goal 6: The student will use language arts to gain, express, and apply knowledge in all contexts.

Objectives

A. Gain knowledge: The student will

1. read a variety of written materials, such as literature, newspapers, magazines, and other reference materials for additional information and a more complete understanding of content area information.
2. listen to oral presentations conveying content area information.
3. use visual materials to gain a greater understanding of content area information.

B. Express knowledge: The student will

1. make content area information more meaningful through written experiences such as learning logs, response journals, and reaction papers.
2. share knowledge gained in content areas by creating visual materials.
3. participate in discussions, dramatizations, and other forms of oral communication related to the content areas.

C. Apply knowledge: The student will

1. become aware of the use of reading, writing, speaking, listening, and viewing in the world of work.
2. apply knowledge and skills learned in the language arts program to real life situations.

Grade 5

Goal 1: The student will function effectively in a variety of oral communication situations.

Objectives:

A. Oral reading: The student will

1. read orally to develop fluency and confidence.
2. read orally to share enjoyable text.
3. read orally to communicate information.
4. participate in choral reading activities.

B. Self expression: The student will

1. share ideas and opinions for the purpose of informing and/or persuading.
2. participate in discussion, storytelling, conversation, public speaking, and interviews.
3. participate in dramatic activities such as acting out stories.

C. Listen: The student will listen to

1. gain information.
2. evaluate.
3. make a response.
4. enjoy.

Goal 2: The student will comprehend oral, visual, and written information.

Objectives

A. Oral: The student will interpret, analyze, and evaluate by

1. using story elements (setting, characters, plot, point of view, and theme) as a means of responding to oral literature.
2. identifying oral information as fact or opinion.
3. comparing and contrasting oral information with previous knowledge and experiences.
4. identifying main idea and supportive details in oral information.
5. summarizing oral information.
6. developing oral and written response to oral information.
7. identifying the meaning of figurative language in oral information.

8. identifying and explaining cause and effect relationships in oral information.
9. drawing conclusions and predicting outcomes in oral information.

B. Visual: The student will interpret, analyze, and evaluate by

[Movies and television programs, models, maps, diagrams, charts, illustrations, art, photographs, signs, symbols, logos, and advertisements.]

1. using story elements (setting, characters, plot, point of view, and theme as a means of responding to dramatic presentations.
2. comparing and contrasting visual information to previous knowledge and experiences.
3. developing oral or written response to visual information.

C. Written: The student will interpret, analyze, and evaluate by

1. using story elements (setting, characters, plot, point of view, and theme) as a means of responding to written literature.
2. identifying written information as fact or opinion.
3. comparing and contrasting oral information to previous knowledge and experiences.
4. identifying main idea and supportive details in written information.
5. summarizing written information.
6. developing oral and written response to written information.
7. identifying the meaning of figurative language in written information.
8. discussing, writing about, dramatizing, and retelling a variety of literature selections.
9. identifying and explaining cause and effect relationships in written information.
10. drawing conclusions and predicting outcomes in written information.

Goal 3: The student will use written language for a variety of purposes and audiences and in a variety of forms.

Objectives:

A. Purposes: The student will write to

1. develop fluency and confidence.
2. share personal experiences, ideas and opinions for the purpose of informing and/or persuading.
3. record information.
4. request.
5. create prose and literature as a work of art.
6. experience personal enjoyment.
7. organize thoughts.
8. respond or react to a literature selection.

B. Writing Process: The student will understand and use the steps of the writing process including

1. prewriting (mapping, brainstorming, clustering, free writing, note taking, speaking).
2. writing.
3. revising.
4. editing.
5. publishing.

C. Audiences: The student will write for a variety of audiences including

1. self.
2. family.
3. peers.
4. community.

D. Forms: The student will write in a variety of forms including

1. lists.
2. notes
3. journals.
4. letters.
5. ads.
6. reports
7. stories.
8. jokes.
9. poetry.
10. song verses.
11. outlines and spidergraphs.

Goal 4: The student will develop increasing awareness and use of the conventions of written and spoken language.

Objectives

A. Awareness: The student will

1. demonstrate awareness of the conventions of language by developing correct usage in both oral and written communication.

B. Written language: The student will

1. develop the use of standard English.
2. develop the use of correct punctuation and capitalization in final copy.
3. develop the use of correct spelling in final copy.
4. develop the use of an expanded vocabulary in final copy.
5. use legible handwriting in final copy.

C. Spoken language: The student will

1. develop the use of standard English.
2. use appropriate pronunciation.
3. develop an expanded vocabulary.

Goal 5: **The student will appreciate and enjoy language in a variety of forms and contexts.**

Objectives

A. Appreciate: The student will

1. listen to and read an abundance of traditional, classical, and cultural children's literature.
2. view, listen to, perform, read, and discuss dramatic forms of literature.
3. listen to and participate in musical forms of language.
4. experience and self-select literature from a variety of different genres, authors, and forms.
5. demonstrate respect for individuals, cultures, and customs reflected in literature.
6. appreciate and acknowledge language variety as an element of cultural heritage.
7. engage in verbal play including jokes, puns, and alliterations.
8. develop lifelong reading habits.

Goal 6: **The student will use language arts to gain, express, and apply knowledge in all contexts.**

Objectives

A. Gain knowledge: The student will

1. read a variety of written materials, such as literature, newspapers, magazines, and other reference materials for additional information and a more complete understanding of content area information.
2. listen to oral presentations conveying content area information.
3. use visual materials to gain a greater understanding of content area information.

B. Express knowledge: The student will

1. make content area information more meaningful through written experiences such as learning logs, response journals, and reaction papers.

2. share knowledge gained in content areas by creating visual materials.
3. participate in discussions, dramatizations, and other forms of oral communication related to the content areas.

C. Apply knowledge: The student will

1. become aware of the use of reading, writing, speaking, listening, and viewing in the world of work.
2. apply knowledge and skills learned in the language arts program to real life situations.

INTEGRATED LANGUAGE ARTS
COURSE OF STUDY
GRADES 6 - 8

INTRODUCTION

Learners in grades 6-8 represent the most diverse group of students at any level of schooling. These students are at a transitional period in their physical, social and intellectual maturity. An effective language arts curriculum features a balanced program focusing on personal development, basic skills for continuous learning, knowledge to build social competence, and higher level thinking.

Students in grades 6-8 display a range of intellectual skills and abilities, and require a variety of approaches and materials. These students vary in development from the concrete-manipulatory stage to the abstract stage. Consequently, this language arts course of study guide is designed to treat students at their own intellectual levels, providing them with opportunities to build on past experiences. Activities in both formal and informal situations are provided to improve reasoning.

Learners in grades 6-8 prefer active over passive learning activities and prefer interaction with peers during learning. Therefore, physical movement is encouraged through small group discussions, learning centers, and creative dramatics. Because these students exhibit a strong willingness to learn things they consider to be relevant, an effective language arts program addresses real-life issues. Studies of the community and environment are particularly relevant to this age group.

At this level, students desire direction and structure but reserve the right to question or reject suggestions from adults. Opportunities should be provided for students to explore options, make choices, and accept responsibility. Students need assistance in establishing and achieving realistic goals.

Students in these grades are coping with physical changes, striving for independence, and learning new ways of thinking. Activities designed to help students explore these changes are encouraged. Students need numerous opportunities in which they express themselves by writing, viewing, reading, speaking, and listening. Every effort should be made for students to experience frequent success and recognition for personal efforts and achievements. A general atmosphere of friendliness, mutual concern, and group cohesiveness guides an effective language arts program in grades 6-8.

INTEGRATED LANGUAGE ARTS
COURSE OF STUDY
GRADE 6

INTRODUCTION

The focus of the sixth grade Language Arts program centers on learning activities which address real life issues. An integrated language arts program should be the hub of the entire sixth grade academic program with the content area subjects as spokes. Every attempt should be made to integrate social studies, math, science/health, art/music, reading, handwriting, English/grammar, and spelling into the Language Arts program or to integrate the language arts program into these subject areas through writing across the curriculum.

Grade 6

Goal 1: **The student will function effectively in a variety of oral communication situations.**

Objectives: The student will

A. **read** orally with fluency and confidence

1. to share an enjoyable part.
2. for dramatization and oral interpretation.
3. to recreate a dialogue.
4. to verify an answer.
5. to identify a specific detail.

B. **express** personal thoughts and feelings

1. in all formal, informal, and interpersonal situations.
2. for the purposes of informing, persuading and sharing.
3. in all forms including discussion, interview, drama, public speaking, conversation, introductions, and announcements.

C. **listen** with understanding and empathy to all forms of oral information including

1. classroom discussions, lectures, debates, drama, etc.
2. personal conversations.
3. audiovisual presentations.
4. teacher/student reading aloud.

Goal 2: **The student will comprehend oral, visual, and written information.**

Objectives: The student will

A. describe, interpret, analyze, and evaluate **oral** information by

1. noting details.
2. identifying main ideas.
3. making comparisons and inferences between verbal and nonverbal information.
4. gathering information.
5. using criteria on which to base a judgment such as vocabulary, content, organization, structure, and author's purpose.

B. describe, interpret, analyze, and evaluate **visual** information from

1. films and television programs.
2. symbols, signs, logos, and advertisements.
3. fine art and photographs.
4. maps, illustrations, charts, and models

C. describe, interpret, analyze, and evaluate **written** information by

1. noting details.
2. identifying main ideas.
3. making comparisons.
4. gathering information from a variety of resources.
5. using criteria on which to base a judgment such as elements of literature, structure, style, and author's purpose.
6. predicting.

Goal 3: **The student will use written language for a variety of purposes and audiences and in a variety of forms.**

Objectives: The student will

A. **write** with fluency and confidence for the purposes of

1. communicating information.
2. expressing personal feelings and opinions.
3. creating prose and literature as a work of art.

B. **understand** and demonstrate the steps of the writing process including

1. prewriting (mapping, brainstorming, clustering, free writing, note taking, speaking).
2. writing.
3. revising.
4. editing.
5. publishing.

C. **write** for a variety of audiences including

1. self.
2. peers.
3. school.
4. community.

D. **write** in a variety of forms encompassing

1. journals.

2. letters.
3. reports.
4. essays.
5. stories and poetry.
6. lists.
7. notes.
8. ads.
9. jokes.
10. song verses.
11. outlines and spidergraphs (webbing).

Goal 4. **The student will develop increasing awareness and use of the conventions of written and spoken language.**

Objectives: The student will

A. demonstrate an awareness of appropriate uses of language for communicating in social situations.

B. use standard English in written communication by

1. using correct punctuation and capitalization in final copy.
2. using conventional spelling in final copy.
3. expanding written vocabulary.
4. using legible handwriting in final copy.

C. use standard English in oral communication by

1. using appropriate pronunciation.
2. recognizing and using appropriate formal and informal language.
3. expanding spoken vocabulary.

D. identify and use writing and speaking styles which incorporate dialect, idioms and intonation by

1. distinguishing between styles of writing.
2. translating oral language to written dialogue.
3. inferring emotions, motives, mood and tone.

Goal 5: **The student will appreciate and enjoy language in a variety of forms and contexts.**

Objectives: The student will

A. appreciate written, spoken, and visual communication through

1. viewing and participating in dramatic and musical productions.
2. reading and listening to literature that incorporate linguistic and cultural differences.

B. develop lifelong reading habits including

1. reading for pleasure and self-exploration in free time.
2. selecting from a range of written materials encompassing different genres, authors, and forms.
3. sharing and discussing independent reading with others.

Goal 6: The student will use language arts to gain, express and apply knowledge in all contexts.

Objectives. The student will

A. gain an understanding of the power of language through experience in other content areas:

1. reading content area information.
2. writing content area information.
3. viewing content area information.
4. speaking about content area information.
5. listening to content area information.

B. use knowledge and skills learned through the language arts program in other content areas in order to

1. write or deliver oral reports.
2. listen critically and view material.
3. read for new information.

C. transfer and apply knowledge and skills learned in the language arts program to real life situations to

1. develop career awareness and understanding of the world of work.
2. expand school/home/community relationships.
3. encourage future cognitive, social and emotional development.

INTEGRATED LANGUAGE ARTS
COURSE OF STUDY
GRADE 7

INTRODUCTION

The focus of the seventh grade Language Arts program centers on learning activities which address real life issues. An integrated language arts program should be the hub of the entire seventh grade academic program with the content area subjects as spokes. Every attempt should be made to integrate western civilization/U.S. history, math, physical science/health, art/music, reading, handwriting, English/grammar, and spelling into the Language Arts program or to integrate the language arts program into these subject areas through writing across the curriculum.

Grade 7

Goal 1: The student will function effectively in a variety of oral communication situations.

Objectives: The student will

A. **read** orally with fluency and confidence

1. to share an enjoyable part.
2. for dramatization and oral interpretation.
3. to recreate a dialogue.
4. to verify an answer.
5. to identify a specific detail.

B. **express** personal thoughts and feelings

1. in all formal, informal, and interpersonal situations.
2. for the purposes of informing, persuading and sharing.
3. in all forms including discussion, interview, drama, public speaking, conversation, introductions, and announcements.

C. **listen** with understanding and empathy to all forms of oral information including

1. classroom discussions, lectures, debates, drama, etc.
2. personal conversations.
3. audiovisual presentations.
4. teacher/student reading aloud.

Goal 2: The student will comprehend oral, visual, and written information.

Objectives: The student will

A. describe, interpret, analyze, and evaluate **oral** information by

1. noting details.
2. identifying main ideas.
3. making comparisons and inferences between verbal and nonverbal information.
4. gathering information.

5. using criteria on which to base a judgment such as vocabulary, content, organization, structure, and author's purpose.

B. describe, interpret, analyze, and evaluate visual information from

1. films and television programs.
2. symbols, signs, logos, and advertisements.
3. fine art and photographs.
4. maps, illustrations, charts, and models

C. describe, interpret, analyze, and evaluate written information by

1. noting details.
2. identifying main ideas.
3. making comparisons.
4. gathering information from a variety of resources.
5. using criteria on which to base a judgment such as elements of literature, structure, style, and author's purpose.
6. predicting.

Goal 3: The student will use written language for a variety of purposes and audiences and in a variety of forms.

Objectives: The student will

A. write with fluency and confidence for the purposes of

1. communicating information.
2. expressing personal feelings and opinions.
3. creating prose and literature as a work of art.

B. understand and demonstrate the steps of the writing process including

1. prewriting (mapping, brainstorming, clustering, free writing, note taking, speaking).
2. writing.
3. revising.
4. editing.
5. publishing.

C. write for a variety of audiences including

1. self.
2. peers.
3. school.
4. community.

D. write in a variety of forms encompassing

1. journals.
2. letters.
3. reports.
4. essays.
5. stories and poetry.
6. lists.
7. notes.
8. ads.
9. jokes.
10. song verses.
11. mottoes and epitaphs (wishing).

Goal 4: The student will develop increasing awareness and use of the conventions of written and spoken language.

Objectives: The student will

A. demonstrate an awareness of appropriate uses of language for communicating in social situations.

B. use standard English in written communication by

1. using correct punctuation and capitalization in final copy.
2. using conventional spelling in final copy.
3. expanding written vocabulary.
4. using legible handwriting in final copy.

C. use standard English in oral communication by

1. using appropriate pronunciation.
2. recognizing and using appropriate formal and informal language.
3. expanding spoken vocabulary.

D. identify and use writing and speaking styles which incorporate dialect, idioms and intonation by

1. distinguishing between styles of writing.
2. translating oral language to written dialogue.
3. reflecting emotions, manners, mood and tone.

Goal 5: The student will appreciate and enjoy language in a variety of forms and settings.

Objectives: The student will

A. appreciate written, spoken, and visual communication through

1. viewing and participating in dramatic and musical productions.
2. reading and listening to literature that incorporate linguistic and cultural differences.

B. develop lifelong reading habits including

1. reading for pleasure and self-exploration in free time.
2. selecting from a range of written materials encompassing different genres, authors, and forms.
3. sharing and discussing independent reading with others.

Goal 4: The student will use language arts to gain, express and apply knowledge in all contexts.

Objectives. The student will

A. gain an understanding of the power of language through experience in other content areas:

1. reading content area information.
2. writing content area information.
3. viewing content area information.
4. speaking about content area information.
5. listening to content area information.

B. use knowledge and skills learned through the language arts program in other content areas in order to

1. write or deliver oral reports.
2. listen critically and view material.
3. read for new information.

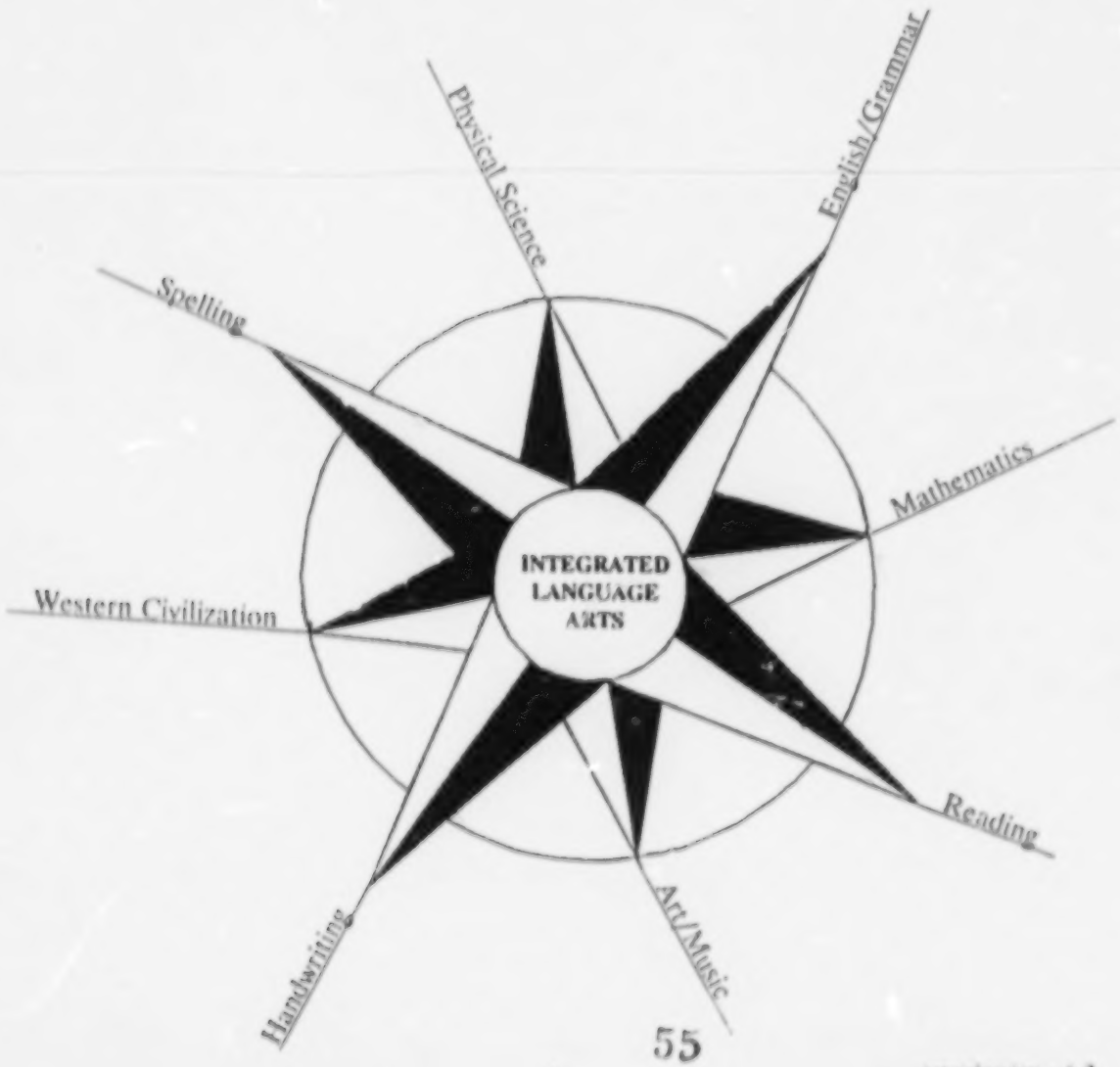
C. transfer and apply knowledge and skills learned in the language arts program to real life situations to

1. develop career awareness and understanding of the world of work.
2. expand school/home/community relationships.
3. encourage future cognitive, social and emotional development.

INTEGRATED LANGUAGE ARTS
COURSE OF STUDY
GRADE 8

INTRODUCTION

The focus of the eighth grade Language Arts program centers on learning activities which address real life issues. An integrated language arts program should be the hub of the entire eighth grade academic program with the content area subjects as spokes. Every attempt should be made to integrate western civilization/U.S. history, math, physical science/health, art/music, reading, handwriting, English/grammar, and spelling into the Language Arts program or to integrate the language arts program into these subject areas.



Grade 8

Goal 1: The student will function effectively in a variety of oral communication situations.

Objectives: The student will

A. **read** orally with fluency and confidence

1. to share an enjoyable part.
2. for dramatization and oral interpretation.
3. to recreate a dialogue.
4. to verify an answer.
5. to identify a specific detail.

B. **express** personal thoughts and feelings

1. in all formal, informal, and interpersonal situations.
2. for the purposes of informing, persuading and sharing.
3. in all forms including discussion, interview, drama, public speaking, conversation, introductions, and announcements.

C. **listen** with understanding and empathy to all forms of oral information including

1. classroom discussions, lectures, debates, drama, etc.
2. personal conversations.
3. audiovisual presentations.
4. teacher/student reading aloud.

Goal 2: The student will comprehend oral, visual, and written information.

Objectives: The student will

A. describe, interpret, analyze, and evaluate **oral** information by

1. noting details.
2. identifying main ideas.
3. making comparisons and inferences between verbal and nonverbal information.
4. gathering information.
5. using criteria on which to base a judgment such as vocabulary, content, organization, structure, and author's purpose.

B. describe, interpret, analyze, and evaluate **visual** information from

1. films and television programs.
2. symbols, signs, logos, and advertisements.
3. fine art and photographs.
4. maps, illustrations, charts, and models

C. describe, interpret, analyze, and evaluate **written** information by

1. noting details.
2. identifying main ideas.
3. making comparisons.
4. gathering information from a variety of resources.
5. using criteria on which to base a judgment such as elements of literature, structure, style, and author's purpose.
6. predicting.

Goal 3: The student will use written language for a variety of purposes and audiences and in a variety of forms.

Objectives: The student will

A. **write** with fluency and confidence for the purposes of

1. communicating information.
2. expressing personal feelings and opinions.
3. creating prose and literature as a work of art.

B. **understand** and demonstrate the steps of the writing process including

1. prewriting (mapping, brainstorming, clustering, free writing, note taking, speaking).
2. writing.
3. revising.
4. editing.
5. publishing.

C. **write** for a variety of audiences including

1. self.
2. peers.
3. school.
4. community.

D. **write** in a variety of forms encompassing

1. journals.

2. letters.
3. reports.
4. essays.
5. stories and poetry.
6. lists.
7. notes.
8. ads.
9. jokes.
10. song verses.
11. outlines and spidergraphs (webbing).

Goal 4. **The student will develop increasing awareness and use of the conventions of written and spoken language.**

Objectives: The student will

A. demonstrate an awareness of appropriate uses of language for communicating in social situations.

B. use standard English in written communication by

1. using correct punctuation and capitalization in final copy.
2. using conventional spelling in final copy.
3. expanding written vocabulary.
4. using legible handwriting in final copy.

C. use standard English in oral communication by

1. using appropriate pronunciation.
2. recognizing and using appropriate formal and informal language.
3. expanding spoken vocabulary.

D. identify and use writing and speaking styles which incorporate dialect, idioms and intonation by

1. distinguishing between styles of writing.
2. translating oral language to written dialogue.
3. inferring emotions, motives, mood and tone.

Goal 5: **The student will appreciate and enjoy language in a variety of forms and contexts.**

Objectives: The student will

A. appreciate written, spoken, and visual communication through

1. viewing and participating in dramatic and musical productions.
2. reading and listening to literature that incorporate linguistic and cultural differences.

B. develop lifelong reading habits including

1. reading for pleasure and self-exploration in free time.
2. selecting from a range of written materials encompassing different genres, authors, and forms.
3. sharing and discussing independent reading with others.

Goal 6: The student will use language arts to gain, express and apply knowledge in all contexts.

Objectives. The student will

A. gain an understanding of the power of language through experience in other content areas:

1. reading content area information.
2. writing content area information.
3. viewing content area information.
4. speaking about content area information.
5. listening to content area information.

B. use knowledge and skills learned through the language arts program in other content areas in order to

1. write or deliver oral reports.
2. listen critically and view material.
3. read for new information.

C. transfer and apply knowledge and skills learned in the language arts program to real life situations to

1. develop career awareness and understanding of the world of work.
2. expand school/home/community relationships.
3. encourage future cognitive, social and emotional development.

TEACHING BASIC SKILLS: A COMPARISON OF TRADITIONAL AND WRITING PROCESS METHODS

	Traditional Methods	Writing Process Methods
Spelling	*List of words provided by the teacher on Monday. *Practice test on Wednesday. *Final test on Friday. *Student practices with work sheets and exercises. *Student memorizes rules and exceptions. *Teacher corrects test and gives students a spelling grade based on their ability to memorize the list of words. *Spelling is a separate grade on the report card.	*Students given a list of most commonly misspelled words and expected to master them. *Students taught spelling strategies: 1. phonics 2. word families 3. Greek and Latin roots 4. rules and exceptions to the rules 5. proofread work 6. coping behaviors ask someone use a spell checker use a dictionary use a synonym write it out--see how it looks *From their compositions, students make a personal dictionary of their most commonly misspelled words. *Teachers conference with students about correctness of spelling in their compositions. *Teachers give 'mini-lessons' to small groups of students who need work on a specific spelling concept. *Students correct their own spelling in their own compositions through revision and peer editing groups. *Spelling grade is based on how correctly students spell when they write final drafts of compositions. *Spelling may be reported as a separate grade, but is usually a part of the general English grade. *Students are encouraged to read widely to learn new spellings.

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	Traditional Methods	Writing Process Methods
Mechanics		
Punctuation: *When to use periods commas semi-colons question marks exclamation points quotation marks parentheses dashes hyphens apostrophes brackets colons underlining italics	*Memorize rules. *Apply rules by punctuating and capitalizing supplied sentences. *Practice through work sheets. *Entire class works on the same concepts. *Tests consist of punctuating and capitalizing supplied sentences or identifying sentences that contain errors.	*Students learn punctuation and capitalization rules by applying them to their own writing. *Students generate their own sentences and then learn to correctly punctuate and capitalize them to make their meaning clear. *Teachers conference with students about correctness of the punctuation and capitalization in their own compositions. *Teachers give 'mini-lessons' to small groups of students who need work on a specific concept.
Capitalization: *When to capitalize the first word in a sentence, proper nouns, adjectives, titles.	*Teacher corrects work sheets and tests and gives students a grade. *Punctuation and capitalization are part of the overall English or language arts grade.	*Students correct their own punctuation and capitalization in their own compositions through revision and peer response groups. *Punctuation and capitalization are assessed in students' final drafts as part of the overall English or language arts grade. *Students keep track of their own punctuation and capitalization errors and work to eliminate them in their compositions. *Students read the writing of professional authors, their teachers, and peers to find out how they use punctuation and capitalization to make meaning clear.

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	Traditional Methods	Writing Process Methods
Grammar **Identifying parts of speech:** nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections. **Identifying parts of a sentence:** subjects, predicates, direct objects, indirect objects, predicate nominatives, predicate adjectives. **Identifying phrases and clauses:** prepositional verb noun adjective adverb participle gerund dependent independent	*Memorize grammatical terms. *Identify grammatical terms in supplied sentences. *Diagram sentences. *Entire class works on the same concepts. *Tests consist of identifying grammatical terms in supplied sentences. *Teacher corrects work sheets and tests and gives students a grade. *Grade is reported as part of the overall English or language arts grade.	*Grammatical terms taught only as necessary to understand mechanics and usage concepts. *Grammatical terms are taught in connection with the students' own compositions to ensure correctness or to clarify meaning. *Students use grammatical terms when revising their own compositions or in peer editing groups. *No separate grades are given for grammar.

	Traditional Methods	Writing Process Methods
Usage		
Agreement subject and verb, pronoun and antecedent, collective noun, singular and plural pronoun, etc.	*Memorize usage rules. *Study grammar. *Apply usage rules by filling in blanks in supplied sentences or by identifying sentences that contain errors. *Diagram sentences. *Practice with work sheets. *Entire class works on the same concepts. *Tests consist of filling in blanks in supplied sentences or identifying sentences that contain errors. *Teacher corrects work sheets and tests and gives student a grade. *Grade is reported as part of the overall English or language arts grade.	*Students practice usage rules as they write their own compositions and speak to each other in group activities. *Student practice usage orally to learn to "hear" correctness. *Teachers conference with students about usage correctness in their own compositions. *Teachers give 'mini-lessons' to small groups of students who need work on a specific concept. *Students correct their own usage errors by reading their writing aloud to themselves or in peer editing groups. *Students read the writing of professional authors, their teachers, and peers to learn intuitive correctness. *Usage correctness is assessed on the final draft of students' compositions and is part of the overall English or language arts grade. *Students keep track of their usage errors and work to eliminate them in their compositions. *Students are taught that the 'level of correctness' of their usage should depend upon their audience and purpose for writing or speaking.
Correct Use of Pronoun When to use who, whom; I, me; she, her; he, him, etc.		
Correct Form and Use of Verbs use of tenses, infinitives, passive voice, subjunctive, etc.		
Correct Use of Modifiers comparison, comparative & superlative, etc.		

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Elementary Language Arts

Textbook Evaluation Guide

Designed to accompany
Idaho's K-8 Integrated Language Arts Course of Study

TEXT _____

PUBLISHER _____

EDITION _____ GRADE LEVEL _____

RECOMMEND TO ADOPT	YES	SOMETIMES	NO
1. Are the selections **interesting, exciting and fun to read**? (MOST IMPORTANT)	____	____	____
2. Are the selections **whole** (in other words, are they complete, uncensored texts as originally written by the author--not 'manufactured' selections based on controlled vocabulary)?	____	____	____
3. Are the illustrations **fun, colorful, and inviting**?	____	____	____
4. Do the illustrations help the students **predict and understand** the selections?	____	____	____
5. Does the text or the teacher's guide pull out and target 4-6 **vocabulary words** per selection?	____	____	____
6. Does the text or the teacher's guide provide **background information** on the selections?	____	____	____
7. Does the text or teacher's guide provide **composition assignments based on the selections**?	____	____	____

OVER

8. Does the text or teacher's guide provide grammar lessons based on the selections?

9. Does the text or teacher's guide provide for spelling lessons based on the selections?

10. Does the text or teacher's guide provide for phonics instruction based on the selections (applies only to texts for grades K, 1, and 2)

11. Does the text or teacher's guide provide speaking/listening activities based on the selections?

12. Does the text or teacher's guide provide viewing activities based on the selections?

13. Does the text or teacher's guide provide higher level thinking activities based on the selections?

14. Does the text or teacher's guide provide lessons in which all the language arts reading, writing, speaking, listening, viewing, may be integrated?

15. Does the text or teacher's guide provide for units that allow for integration in the other subject areas (math, science, social studies, health, music, art, etc.)?

16. Does the text or teacher's guide provide opportunities for collaborative learning?

NOTES

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Dr. Anne C. Fox, State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 334-3300, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.